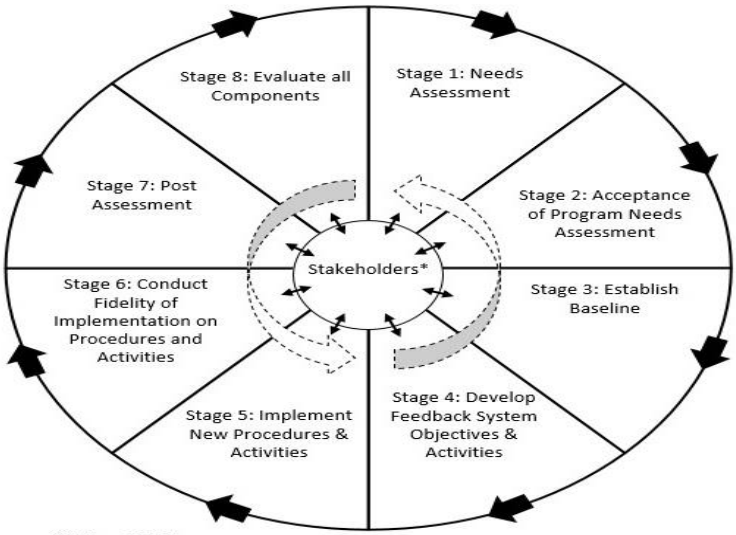
I. Project Title and Project Purpose Statement

Title: Green Schools Challenge: Evidence-based Practice

Summary: Since 2006, Dream in Green's (DIG) Green Schools Challenge (GSC) has employed a train-the-trainer model to train school staff to implement the program. The trained staff then train students called the Green Team to conserve energy and water and ensure the school is resource-efficient. Through the creation of hands-on, low to no-cost projects, the Green Teams educate other students and personnel to mitigate the impact of climate change on their local environments and community's health. Specifically, the program focuses on creating resource-efficient behaviors, increasing the school staff and students' understanding of the challenges of climate change and empowering them to take action to reduce their carbon footprint through solutions that reduce energy, waste, and water use, implementing recycling programs, and learning about alternative-modes of transportation, green buildings and green careers.

The proposed project, *Green Schools Challenge: Evidence-based Practices*, will conduct an in-depth research study and theoretically evaluation to understand the influence the program has on school staff and students' understanding on the effects of climate change on human health and the environment, behavioral changes, empowerment and leadership building. Understanding this influence is crucial to improve the effectiveness of the GSC and continue to lessen the risks associated with climate change. The program is now reaching 115 schools in Miami-Dade County (MDC), over 10,000 students and 1,000 school staff members in Green Teams. Indirectly, the program reaches more than 100,000 students and 10,000 school staff. The program continues to be a practice-based with no in-depth evaluation. This study will allow DIG to make the GSC an evidence-based program by implementing the General Evaluation Model (GEM).

Figure 1: Modified General Evaluation Model



(Newman & Rios, 2014)

*Stakeholders will be identified as part of this initiative but includes, to begin with funders and the people Educate Tomorrow seeks to help.

The GEM in Figure 1 is a systemic logic model of evaluation that relies on continuous data to evaluate program effectiveness and to inform improvement efforts. Using the GEM, the evaluator will monitor the progress of all components of the project through the use of formative and summative assessments. The formative assessment will allow for informed mid-project adjustments to improve the effectiveness of the program. Annual summative evaluations will determine the effectiveness of the project in achieving the stated objectives. The first and second components are needs assessment through which needs of the stakeholders and objectives are identified. The third component is a pre-assessment through which base-line data are collected. The fourth and fifth component which are concerned with the instruction of GSC with opportunities for feedback and refinement of objectives. Stage six examines the fidelity and implementation prior to the post testing. The last component proposes an evaluation, through statistical methodologies, to research the effectiveness of the program.

Throughout the evaluation, content experts will be assessing the alignment between the learning objectives proposed by the GSC compared to the content of survey items. Research instruments will be developed using a sequential mixed methods approach. Data will be collected from interviews conducted with students and staff who have participated in the GSC. Interview participants will be selected using purposive sampling techniques to ensure that a wide variety of data are collected from different sources available.

The themes that emerge from the interviews will be analyzed using modified grounded theory. Data will be collected from multiple sources including focus group data an interviews with key participants. Knowledge change will be measured through the knowledge survey that will be tested. The project goals are to:

Goals	**What**	**How**
1) Determine the impact of the GSC on increasing student and school staff's understanding of climate change effects on health and the environment and mitigating options	Knowledge-gained	Content expert validity
2) Determine impact of GSC program on changing student and school staff's behaviors related to taking action towards mitigating the effects of climate change by engaging in practices that reduce energy and water consumption as well as waste	Changing Behavior	Cost-benefit analysis methodology
3) Determine the impact of the GSC on building leadership skills among students to create environmental stewards and leaders	Empower	Modified multifactor leadership questionnaire
4) Determine the effectiveness of the program to inspire students to choose careers in STEM and translate behaviors to their home	Inspire; Change Behavior	Formative and summative assessments and focus groups
5) Increase DIG's capacity to assess the effectiveness of the program through the establishment of a robust monitoring and evaluation (M&E) plan	M&E Plan	GEM Model

Upon conclusion of this in-depth research project, the GSC will be more effective, scalable, generalizable, and likely to be maintained. Evidence of effectiveness will aid in making the GSC a model for other communities throughout the country.

Project Location: The project targets 30 of 34 cities in MDC, Florida, including the following zip-codes: 33010, 33012, 33013, 33014, 33015, 33016, 33018, 33030, 33031, 33032, 33033, 33035, 33045, 33054, 33055, 33056, 33125, 33126, 33127, 33129, 33130, 33132, 33133, 33134, 33135, 33138, 33139, 33140, 33141, 33142, 33143, 33144, 33146, 33147, 33149, 33150, 33154, 33155, 33156, 33157, 33160, 33161, 33162, 33165, 33166, 33167, 33168, 33169, 33172, 33173, 33175, 33176, 33177, 33178, 33179, 33180, 33181, 33183, 33184, 33185, 33186, 33189, 33193, and 33196.

Related Environmental Statute: 1. *Clean Air Act*, Section 103(b)(3) and 2. *Clean Water Act*, Section 104(b)(3).

Project's Community Climate Resiliency Focus: Schools play a strategic and critical role in transitioning towards a more sustainable society. Children and teenagers learn quickly and are empirically proven to be highly receptive to conservation and environmental stewardship. The GSC is aligned with Miami-Dade County Public Schools (MDCPS) STEM curriculum at schools, and DIG's activities are student-led, hands-on and foster critical thinking, leadership, community involvement and long-term sustainability behaviors. The community climate resiliency focus is creating an educated citizenry and inspiring careers in STEM. More specific GSC goals are outlined in the summary description (b). The proposed project focuses on improving the program through a comprehensive study to create a stronger educational tool for climate resiliency.

II. Environmental, Public Health and Community Climate Resiliency info about the Affected Community

Issue(s) to be addressed: According to MDC's sustainability plan, climate change and sea level rise continue to threaten the future of Miami-Dade's coastline and water supply (Greenprint, 2010). The most recent U.S. National Climate Assessment, the most authoritative and comprehensive source of scientific information to date about climate-change impacts across all U.S. regions and on critical sectors of the economy, declared Miami as a city most at risk (2014). Florida Atlantic University's methodology for projecting sea level rise predicts that S. Florida will see a rise in sea level of about 3-7 inches by 2030 (FAU, 2012). Now more than ever it is critical that our community, including our children, learn and change their behaviors toward energy and water efficiency in order to slow down the impacts of climate change. The GSC educates the youth and the wider community regarding how their behaviors may impact environmental and human health.

Results Achieved from the Efforts: The GSC is DIG's flagship program and has grown from a three-school pilot to a countywide program involving 115 schools. The program estimates to have helped to save the school district $1.84 million in energy costs and conserved 16.9 million kilowatt hours of electricity over the past eight years. The program has also helped to offset 25.7 million pounds of carbon emissions.

Characteristics of the Affected Community: MDC is the most populous county in the southeastern U.S. and the seventh largest in the nation by population. The County's population as of April 2014 was 2,617,176. Based on the most recent census data, nearly 77 percent of the total population is White, 19 percent is Black or African American, and four percent is of some other race(s). The largest ethnic group in the County is Hispanic or Latino, representing 65 percent of the population. Approximately 51 percent of the people living in MDC in 2011 were foreign-born. Among people at least five years old living in MDC in 2010, 72 percent spoke a language other than English at home. Of those speaking a language other than English at home, 88 percent spoke Spanish and 12 percent spoke some other language. As reported by the U.S. Department of Commerce, in 2012 over 19.1 percent of the families in MDC lived below the poverty line. Approximately 424 square miles (excludes bay and coastal water) of the County are within the urbanized area, while the total county land area currently covers a total of 2,420 square miles (1,921 square miles of land and 499 square miles of water) and is bound by Biscayne Bay and the Atlantic Ocean to the east, Everglades National Park to the west, the Florida Keys to the south, and Broward County to the north. MDC's climate, unique natural resources, and other distinct characteristics make the community extremely susceptible to the effects of changing climate conditions. In particular, our low elevation and porous substrate make the region vulnerable to the many potential effects of sea level rise. Even slight changes in sea levels have the potential to significantly affect our drinking water supply and create risks associated with storm surge, flooding, and coastal erosion.

Disproportionate Impacts of Affected Community: Climate change impacts on the public's environment and health are well documented. DIG will target schools in the areas designated by MDC as impaired water bodies: North Canal, Cutler Drain, Snapper Creek, Coral Gables Waterway, Miami Canal, Miami River, Little River, Biscayne Canal, and Snake Creek. Those nine residential areas, and schools within, are being targeted for their participation in the GSC. Last year, 36 MDCPS K-12 participating schools were located in the nine areas. The area schools and surrounding neighborhoods are racially/ethnically diverse**.**

Community Benefits from Project Results: The proposed project will have direct benefits for MDC K-12 children, school staff, and families by assisting DIG in documenting its effectiveness and informing the schools and organization on how it can improve and sustain its program. Additionally, there are areas within MDC that have not been fully engaged, and this project will highlight how the program can be more widely and effectively disseminated, particularly in the nine targeted areas.

III) Organization's Historical Connection to the Affected Community

History of DIG's involvement: DIG has been involved with the affected community since 2006 when the GSC, its largest environmental education program, was launched at three high schools. After receiving unanimous support from the MDCPS, DIG expanded the program making it available to all elementary and secondary MDCPS schools and independent schools. On a yearly basis, DIG receives support from over a dozen organizations that collaborate at different levels, from funding support to assistance with the GSC curriculum. The program has been implemented in more than 350 unique schools in MDC. In 2011, DIG partnered with the MDCPS Parent Academy and delivered lunchtime workshops to students' parents in economically-challenged neighborhoods. DIG also collaborated with MDC (2010-2012) to design and deliver 43 Home Energy Savings workshops to homeowners in MDC, and Green Business Certification Business workshops. Those workshops were attended by over 1,300 County residents, reducing 421.8 metric tons (mt) of CO2 emissions countywide. In 2013, DIG launched its mini-grants program, Grants for Green Leadership, to provide funding to Green Teams to implement projects that allow them to gain knowledge and change behaviors. That same year, the Water and Energy Learning and Behavior Program (WE-LAB), funded by the EPA, was launched in order to deliver urgent and highly relevant environmental education about the water-energy nexus to Miami-Dade residents, teachers, and school children through educational workshops, classroom learning, online community forums and interactive tools. WE-LAB Schools serves as the 'graduate' program for GSC schools providing a more advanced curriculum. These two programs have allowed DIG to go deeper into participating GSC schools.

DIG's Work with Residents and/or Organizations: The GSC was established in partnership with the MDCPS to engage K-12 school teams in reducing the carbon footprint of their school and homes. The GSC has worked with the schools and Green Teams to educate students about energy, water and waste generation and their impacts on climate change; motivate behavioural change to save money on energy, water and waste costs for schools; make resource-efficient behaviors intrinsic to the daily routines of all building users.

County Residents Part of the Decision-Making Process: The GSC program participants are residents of MDC and are part of the decision-making process through program development via the GSC Guidebook and through the implementation of innovative monthly challenges. The GSC Guidebook is DIG's program resource manual which is updated every year. Considering the distinct nature of each school, different components of the Guidebook allow for flexibility and innovation. Each school can adapt the program to fit its efforts. The Guidebook outlines how to implement the program from forming a Green Team, taking a pledge, conducting an energy survey, and taking action to reduce energy/water consumption. It contains

over 30 activities for monthly challenges. Monthly, Green Teams chose to complete one activity from five options relating to an environmental topic (Climate Change & Energy, Water Conservation, Waste Reduction & Recycling, Green Careers, Alternative Transportation and Green Buildings). DIG's Programming Committee oversee the improvement of the Guidebook and invites teachers, students and community organizations to be part of the decision-making process. Many of the monthly challenges featured in the Guidebook are proposed by teachers and others key organizations in Miami-Dade working on the proposed topics. For example, the Surfrider Foundation wrote a monthly challenge activity for elementary schools to encourage students to participate in their Rise Above Plastics campaign. The program's end-of-year evaluation submitted by teachers contains questions specifically to collect ideas which are then incorporated in the Guidebook.

DIG's Efforts have Increased the Community's Capacity to Address Issues: New research finds that lead poisoning and other atmospheric pollutants are the culprits behind violent crime, lower IQs, and even the ADHD epidemic (Clougherty et al, 2007; Martin, 2014). This finding makes DIG's work that much more important, and makes the expansion of the GSC more urgent. The GSC provides an educational tool for climate resiliency - a program that creates behavioral changes that will help to mitigate the effects of climate change. In fact, students have provided testimony that their exposure to the GSC is the main reason they chose a career in environmental studies. Teachers' satisfaction rate with the GSC curriculum was 96%. This, along with the continual community outreach service provided by DIG, confirms that the community's capacity to address the environmental and public health issue of climate change is increasing. In this proposal, DIG intends to increase its ability to monitor and evaluate the effectiveness of the program to make improvements, go deeper into schools and encourage adoption of the program in other states.

Maintaining & Sustaining Ongoing Relationship: DIG is considered a key community partner in addressing the effects of climate change and has helped to highlight the important role school staff, students, and families can take in becoming environmentally responsible to improve the community's health. DIG has an extensive community outreach program and in 2014 it participated in 86 community events to promote environmental education, responsible behaviors, and impact on health. Through these community events DIG educated over 2,200 adults and 1,000 children. In addition, DIG has established important collaborations with key governmental and non-governmental organizations including MDCPS, MDC departments such as Water & Sewer, Solid Waste and Sustainability, and local chambers and cities. Furthermore, DIG is an active participant of important regional efforts such as the Southeast Florida Regional Climate Compact and other important regional planning efforts. DIG's organizational information is widely distributed via social media, emails, press releases, website, monthly newsletters, and other partners' websites, which attract residents to call the DIG office for more information and schools to seek technical assistance. Additionally, the organization's Program Managers visit schools weekly to help teachers and Green Teams implement the program and address any issues. These interactions have provided insight to DIG on how to best serve the community's needs.

IV. Project Description

Results the Project Seeks to Achieve: The proposed project will achieve a better understanding of the community's knowledge of and capacity to mitigate climate change effects on the local environment and health. Students claim their involvement in GSC has influenced them to pursue careers in environmental studies, as well as become advocates for the community's health and environmental justice. But, the energy and cost-saving calculations, a survey about the effectiveness of program components, and

student testimonials, are currently the extent of program evaluation and the only way to inform stakeholders of its effectiveness.
More specific goals include:
1) Determine whether the GSC program is increasing climate knowledge of K-12 school students and staff.
2) Determine impact of the GSC program on behavioral changes related to taking action towards mitigating the effects of climate change;
3) Determine the impact of the GSC on empowerment of students
4) Determine the effectiveness of the program to inspire students to choose STEM careers, and
5) Establishment a robust monitoring and evaluation plan for Dream in Green.

How the project will achieve these results: Two project components have been identified to assess the effectiveness and establish a monitoring and evaluation plan for the GSC (Table 1). Strategies to accomplish the described components include establishing methods to understand the extent of impact the program is having on the school staff and students' understanding of the effects of climate change on human health and the environment and on translating the knowledge gained in behavioral changes. The evaluation process will identify impacts at different levels to provide an in-depth evaluation of the program's effectiveness. As a result, the GSC will be more effective, scalable, and likely to be maintained. Table 1 provides a timeframe for the anticipated milestones and activities associated within each quarter of the 12-month project. The Project Performance Measures table found in Appendix G details the lead and partner roles and accompanying outputs and outcomes for each activity.

Table 1: Project Milestone & Activities Timeline by Quarter (Q) for March 2014- February 2015

Q1 (March - May)	Q2 (June- Aug.)	Q3 (Sept. – Nov.)	Q4 (Dec. – Feb.)
Baseline Measures & Assessment Tools Created & Piloted to Assess Impact on Knowledge and Action.	Administer Pre-Test to assess baseline knowledge	Administer, Input, and Analyze Community Stakeholder Responses	Incorporate Findings into GSC Guidebook Program Implementation, Monitoring and Evaluation Protocol and Plans.
Administer and Input Pre-Test Green Team Student Data	Conduct GSC Fall Workshop (late August) and Distribute/Collect Pre-test	Generate Assessment Recommendations and Report.	Establish system to periodically gather information and inform program planning and outcomes.

The nature of the project lends itself for a continual internal evaluation of the work. Weekly staff meetings will ensure monthly deliverables are completed in a timely fashion. Monthly progress reports will be reviewed to assure anticipated results have been achieved. Immediate attention will be placed on addressing barriers. The applicant's Program Manager will be responsible for all project deliverables.

DIG's efforts will increase the community's capacity to address issues: Educating and empowering the community to take action to reduce their carbon footprint and improve health is a cornerstone of the GSC. The proposed study will propel the program to impact the community's knowledge and aid in effectively empowering stakeholders to address climate change.

Related Environmental Statue: The GSC addresses the *Clean Air Act*, Section 103(b)(3) and the *Clean Water Act*, Section 104(b)(3). The project will focus on increasing the effectiveness of the GSC in order to more comprehensively address these statues. The components of the GSC including Energy and Climate Change, Water Conservation, Waste Reduction and Recycling, and Alternative Transportation are directly related to the Clean Air Act and Clean Water Act.

V) A description of how DIG and its partners will work together during the year

Partner Role: DIG, the applicant, will oversee all aspects of the project and collect and disseminate necessary data. Florida International University (FIU) will develop assessment tools and conduct the systematic reviews and evaluation of data with DIG's guidance.

About FIU & Resources: FIU is a multi-campus public research university offering a broad array of undergraduate, graduate, and professional programs. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, environmental and social problems. With about 54,000 students, 1,100 full-time instructional faculty, and over 11,000 degrees awarded annually, FIU is the largest university in South Florida. FIU is ranked first in the nation in awarding bachelor's and master's degrees to Hispanic Americans and fourth in the number of doctoral degrees awarded to Hispanic-American students. Ninety-seven percent of FIU's full-time tenured or tenure-track instructional faculty hold doctorates or the highest degrees attainable in their fields. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. Research at FIU focuses on addressing scientific challenges, as well as the social and economic needs of Florida and the nation. FIU's history in conducting in-depth evaluations for regional climate change action plan and the team's capability to conduct monitoring and evaluation assessments and will complement the work and expertise of the applicant, DIG. FIU professors, Isadore Newman and George O'Brien, have committed to working with DIG to undertake this project. Additionally, Ms. Jennifer Morales, Ph.D. candidate in Science Education will compliment faculty with her extensive research including study of environmental and sustainability education issues. The research team has extensive knowledge and experiences in evaluating larger scale and small scale grant projects.

FIU's Vested Interest: FIU's World's Ahead strategic goals include: To build collaborative university/community relationships `that employ the intellectual capital of the university to solve community problems that encourage alumni to continue their association with and contribution to the university; create university affinity and social well-being through cultural programming and athletic events; and enhance the intellectual development of the community through life-long learning opportunities.' FIU has a vested interest in the Miami-Dade community as well as the public school system. FIU is currently working with MDCPS in multiple projects including STEM initiatives for education of K-12 students and in-service and pre-service teacher education programs. In this proposed project, FIU will be responsible for gathering baseline data, designing the assessment tools, conducting systematic reviews and the evaluation of data.

Maintaining/Sustaining Partnerships: DIG and FIU staff have had a collegial relationship since 2006. Their missions continue to cross paths, DIG and FIU continue to foster their partnership. A solidification of this joint venture will be established via a Memorandum of Understanding and a Letter of Agreement will be signed prior to the start of any funded initiative.

V. Organizational Capacity and Programmatic Capability

Organizational & Administrative Systems: DIG staff collectively has 30 years of experience managing nonprofits, including federal grants. Staff members are fully accountable, and have been responsible for

meeting or exceeding deliverables. Dr. Karla Utting joined DIG in 2011 to coordinate the development of the GSC Guidebook and is now Executive Director responsible for the management of its administration, development and programming duties. She has a Ph.D. in Environment with a focus on impact assessment methodologies, from the University of Leeds in England, and her dissertation was published in an internationally recognized journal (*Journal of Business Ethics).* She also has extensive experience managing funds for research projects in England, United States, Germany, Nicaragua and Argentina. Maggie Fernandez is DIG's program manager overseeing the EPA funded Water and Energy Learning and Behavior Program. Previously serving as program manager for MDC, she was responsible for the successful implementation of MDC's $12.5 million Energy Efficiency and Conservation Block Grant. DIG has systems in place to manage, expend, and account for federal funds in a responsible, effective, and timely manner. DIG also has an accountant on retainer who does our finances, as well as and other systems to insure accountability and precision in our books.

Successful Project Management: DIG has successfully managed the GSC, Home Energy Savings Workshops and other projects since 2006. It has received upwards of $200,000 in grants from MDC, and the cities of Miami and Fort Lauderdale, several of which have been renewed yearly. DIG is fully capable of managing large federal and municipal grants, and has consistently exceed deliverables, handled funds responsibly, and completed reports on time and accurately. In terms of programmatic management, DIG has managed the GSC since 2006. DIG has successfully expanded the program to 115 schools, and operates with the highest satisfaction from teachers, students, principals, and School District administrators.

Effective Management & Successful Completion: This project is a natural extension of the GSC. DIG is uniquely positioned to successfully manage and complete this project because of GSC's nine-year history with key stakeholders including MDCPS, MDC, and the community at large. This proposal outlines a work plan that will allow DIG to establish and follow metrics for successful completion, and DIG fully intends to meet the deliverables provided. DIG staff will conduct detailed implementation plans for each aim identified in Appendix G. These protocols will allow DIG and FIU to maintain close communication. Any barriers or limitations in project design will be addressed early in the process and overcome with careful consideration.

Organizational Experience: DIG has successfully managed the GSC since 2006, expanding it from a three-school pilot to its current implementation in 115 schools. In recognition of DIG's positive impact in the community, the Greater Miami Chamber of Commerce honored DIG with its Sustainable South Florida Award for Green Education and Outreach in 2009 and 2010 and the City of Miami Beach and its Commissioners awarded the GSC a Certificate of Recognition in 2011 and 2012. In 2014, Dream in Green won the 'Green Machine' Award from the Coral Gables Chamber of Commerce and the "Better Miami' Award from Earth Day Miami due to its excellence in programmatic work achieved in that year.

EPA and/or other Federal grant/cooperative agreement (five years): As previously described, DIG received a $41,220 EPA EE Grant for the GSC in 2008. The contract number was NE95402708. Progress reports and financial obligations were met in a timely manner. The GSC grew from 15 schools in 2007/2008 to 43 schools in 2008/2009, saving over $414,000 in energy costs and 9,800,000 kWh of electricity. The schools recycled over 375,000 pounds of paper, plastic, and aluminum, mitigating over 1.7 million pounds of carbon dioxide. David Lawrence Jr. K-8 won first place that year by reducing their electricity by almost 42% and saving $76,625 in energy costs. In August 2013, DIG was the sole recipient of the Environmental Education Grant (00D09613), a two-year $216,000 grant to implement WE-LAB Project, an program that focuses on delivering urgent and highly relevant environmental education about the water-energy nexus to Miami-Dade residents, teachers, and school children. This grant continues to be successfully administered by DIG and progress reports and financial obligations have been met in a timely manner.

WE-LAB has received the participation of 43 schools, educated 803 community residents, teachers and students and a total of 29 workshops have been held so far. Through education, WE-LAB has saved 1.7 million gallons of water, 224,840 kilowatt-hours of energy and offset 353,320 pounds of GHG emissions.

VI. Qualifications of the Project Manager (PM)

Qualifications: Dr. Karla Utting is DIG's Executive Director. She oversees the implementation and evaluation of the GSC, WE-LAB and Grants for Green Leadership and the development of new programs; supervises volunteers, and manages all administration duties at DIG. Dr. Utting conducts the analysis of raw utility data from GSC schools to determine kWh, cost and carbon savings achieved. She also manages all communications and marketing efforts of the organization. Her PhD in Environment allowed her to gain experience in conducting in-depth evaluations of initiatives from the perspective of local stakeholders. Prior to working at DIG, she managed funds for the completion of specific research and evaluation projects for prominent organizations.

Community & Organization Ties: Dr. Utting began her career with DIG in 2008 as a volunteer for outreach events and an Independent Consultant. She became a full time employee in 2011 and promoted to Director in 2013. During her time in Miami, she has implemented programs that create social and environmental change in the community. She has obtained the Empowering Capable Climate Communicators Certification from the University of Miami, became a LEED Green Associate and completed Phase I and II of the CLEO Project and is now part of the CLEO Leadership Circle for environmental justice.

Past Community Activities: Dr. Utting has worked throughout MDC with an emphasis in the City of Miami, focusing on disadvantaged communities on issues including injury prevention, community safety, healthy lifestyles/physical activity, environmental justice and public health. She has developed excellent relationships with the beneficiaries of the programs she has managed and has gained involvement in the Board of Director of Urban Health Partnership, a local nonprofit organization in Miami focusing on developing and implementing community-based initiatives that improve public health issues.

VII. Past Performance in Reporting on Outputs and Outcomes

Federal or non-Federal grants or cooperative agreements: DIG has never received funding through the EPA's Social Justice Small Grant Program. However, in 2008, DIG received a $41,220 EPA EE Grant for the GSC and in 2014 it received a $216,000 EPA EE Grant for WE-LAB. The EPA grant received in 2008 provided assistance for the implementation of the GSC Challenge in 48 schools, which led to today's reach of 110 K-12 schools in Miami-Dade County, Florida. Table 2 highlights 5 grants received by DIG of similar size and scope over the past three years.

Table 2: A Sample of Contracts and Cooperate Sponsorships Received in the Past Three Years

Funder	*Project Period*	*Amount*	*Project Title*	*Contract No.*	*Contact*
Grant Contracts					
The William Bingham Foundation	Sep. 1, 2010 – Aug. 31, 2011	$22,000	Financial Audit & GSC	N/A	Kristin Hebert
Carlisle Development Group	Jan. 1, 2012 – Oct. 31, 2012	$24,900	Eco-Library	N/A	Karla Utting
Miami-Dade County	Oct. 2013- Oct. 2015	$64,788	GSC		Karla Utting
Florida City Gas	Jan. 2014- Aug. 2015	$7,500	WE-LAB	N/A	Karla Utting
EPA	Aug. 28, 2013 – Aug. 28, 2015	$216,000	WE-LAB	00D09613	Karla Utting

Documenting & Reporting on Outputs/Outcomes: Table 3 lists grants where DIG provided regular program and financial reports and details of achievements. DIG has consistently submitted these reports in a timely and thorough manner, and funders have been satisfied with DIG's performance in this area. Please note that DIG has always met and/or exceeded its expected outputs and outcomes.

VIII. Quality Assurance Project Plan (QAPP) Information

Use of existing environmental data or the collection of new data: Based on the project teams' responses to questions listed in the RFP Appendix I document (Table 4), a Quality Management Plan (QMP) and Quality Assurance Project Plan (QAPP) will be developed conforming to the American National Standard ANSI/ASQC E4-1994 in the first quarter of the project.

Table 4: Green Schools Challenge: Evidence-based Practice QAPP Determination

Following Questions Were Answered Yes
Your project will use existing computer databases containing analytical data or personal information previously collected.
Your project will use existing historical research pertaining to this project or proposal.
Your project will use existing statistical studies or will conduct these studies as part of the project.
Your project will create a new database based on the information gathered.
Your project will use this information to make recommendations on environmental decisions.
Following Questions Were Answered No
Your project will involve the collection of groundwater, soil, sediment, surface water, air, biota or fauna samples for chemical or biological analysis.
Your project will implement deed searches for current property or site.
Your project will conduct medical records search for the population covered in the grant.
Your project will compile meteorological data to determine whether trends or air mixing trends.
Your project will use this information for litigation purposes.

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